



Saint George's Primary Phase - Core Reading Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	<ul style="list-style-type: none"> -Complexity of the narrator - My Hair by Hannah Lee -Figurative/symbolic -The dot by Peter H Reynolds -Complexity of the plot – Owl Babies by Martin Waddell 	<ul style="list-style-type: none"> -Archaic – Little Red Riding Hood -Archaic – The Gingerbread Man -Archaic – The Three Little Pigs 	<ul style="list-style-type: none"> -Figurative/Symbolic – The very hungry caterpillar by Eric Carle -Non-linear time sequence - The story of the little mole by Werner Holzwarth -Non-linear time sequence – Dear Zoo by Rob Campbell -The Emperor’s Egg by Martin Jenkins 	<ul style="list-style-type: none"> -Archaic- Jack and the beanstalk -Complexity of the narrator – Lila and the secret of rain by David Conway -Narratively complex – Jasper’s beanstalk by Nick Butterworth and Mick Inkpen 	<ul style="list-style-type: none"> -Figurative/symbolic – Mr Grumpy’s outing by John Birmingham -Figurative/symbolic – The train ride by June Crebbin -Non-linear sequence – The lighthouse keeper’s lunch by Ronda Armitage 	<ul style="list-style-type: none"> -Figurative/symbolic - The rainbow fish by Marcus Pfisher - Poetry – Out and about by Shirley Hughes -Non-linear sequence – Katie Morag Island by Mairi Hedderwick

Year 1	<ul style="list-style-type: none"> -Resistant text – Ruby’s worry by Tom Percival -Archaic – Cat in the hat by Doctor Seuss -Non-fiction – Little people, big dreams – Florence Nightingale 	<ul style="list-style-type: none"> -Non-linear time sequence – One candle by Eve Bunting -Complexity of the narrator- Dr Xangles book of Earthlets by Jeanne Willis and Tony Ross -Complexity of the plot – The tiger who came to tea by Judith Kerr 	<ul style="list-style-type: none"> -Resistant text – Not now Bernard by David McKee -Archaic – The ugly duckling by Hans Christian Anderson 	<ul style="list-style-type: none"> -Complexity of narrator – The three little wolves and the big bad pig by Eugene Tirvaz -Complexity of the plot – Scissors by Allan Ahlberg -Non-fiction – Great fire of London text 	<ul style="list-style-type: none"> -Non-fiction – One day in our blue planet in the outback -Diverse– No dinner by Jessica Souhami - Non-fiction – Little people, big dreams Neil Armstrong 	<ul style="list-style-type: none"> -Non-linear time sequence – Grandpa by John Burningham - Diverse - Coming to England -Floella Benjamin -Non-Fiction – One day in our blue planet in the ocean
Year 2	<ul style="list-style-type: none"> -Diverse – Pattan’s Pumpkin by Chitra Soundar -Archaic – The tale of Peter Rabbit by Beatrix Potter -Non-fiction – The big book of blue by Yuval Zommer 	<ul style="list-style-type: none"> -Complexity of narrative -The day the crayons quit by Drew Daywalt -Resistant text – Poetry – Ning Nang Nong by Spike Milligan -Non-fiction – Little people, big dreams by Amelia Earhart 	<ul style="list-style-type: none"> -Archaic- Aesop’s Fables -Complexity of the plot – Grandad’s Island by Benji Davis -Non-fiction – Rosa Parks -Little people big dreams by Lisbeth Kaiser 	<ul style="list-style-type: none"> -Non-linear time sequence – When the rains come by Tom Pow -Complexity of the plot – The heart and the bottle by Oliver Jeffers -Non-fiction – The great fire of London by Emma Adams and James Weston Lewis 	<ul style="list-style-type: none"> -Non-linear time sequence – Voices in the park by Anthony Browne -Diverse text – Coming to England – an inspiring true story celebrating the Windrush Generation – Baroness Floella Benjamin -Non-fiction – What a lot of waste by Jess Finch 	<ul style="list-style-type: none"> -Complexity of the narrator – Fantastic Mr Fox by Roald Dahl -Resistant text – The book with no pictures -Non-fiction - Big city atlas
Year 3	<ul style="list-style-type: none"> -Archaic – The fisherman and his wife by Brothers Grimm -Stone age boy by Kitamura Satoshi 	<ul style="list-style-type: none"> -Diverse - Quill Soup by Alan Durant -Non-linear time sequence – The firework maker’s daughter by 	<ul style="list-style-type: none"> -Non-linear time sequence- Pippi Longstocking by Astrid Lindgren -Complexity of the plot - 	<ul style="list-style-type: none"> -Complexity of the narrator – Toys go out by Emily Jenkins -Resistant text – Something told the 	<ul style="list-style-type: none"> -Resistant text – The mysteries of Harris Burdick by Chris Van Allsburg -Complexity of the 	<ul style="list-style-type: none"> -Poetry – Topsy Turvey World by William Brightly Rands -Archaic – Catch a little rhyme by Eve Merriam

	-Non-fiction – The street beneath my feet by Charlotte Guillian	Phillip Pullman -Non-fiction – Chinese New Year	The Hodgeheg by Dick-King Smith -Non-fiction- It’s a wonderful world by Jess French	wild geese by Rachel Field (poetry) -Non-fiction – Mama Miti by Donna J Napoli	Narrator – The world according to Humphrey by Betti G. Bimey -Non-fiction – Boudica’s Army by Hilary McKay	-Archaic – The lion, the witch, and the wardrobe by C.S. Lewis -Non-fiction – Egypt Magnified by David Long
Year 4	-Non-linear time sequence – This is the rope by Jacqueline Woodson -Diverse text – The proudest blue by Ibtihaj Muhammad -Non-fiction – National Geographic Kids Infopedia	-Resistant text – Owen and the solider by Lisa Thompson -Non-fiction – Throw your tooth on the roof by Selby Beeler	-Archaic – Charlotte’s Web by E.B. White -Non-fiction – A galaxy of her own by Libby Jackson	-Complexity of plot - Ducks Ditty (poem) Kenneth Grahame -Non-fiction – Tales of ancient worlds by Stefan Milosavljevich and Sam Caldwell -Resistant text – Cloud Busting Malorie Blackman	-Complexity of the narrator – Nim’s Island by Wendy Orr -Non-fiction – newspaper articles from current newspapers	-Archaic – The lion, the witch, and the wardrobe by CS Lewis - Non-fiction – Welcome to our world: A celebration of children everywhere by Moira Butterfield
Year 5						

Year 6						
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In addition to the above texts, all classes read and share numerous texts throughout the year to ensure

Fluency and accuracy in reading across a wide range of contexts throughout the curriculum

- **Knowledge of an extensive and rich vocabulary**
- **An excellent comprehension of texts**
- **The motivation to read for both study and for pleasure**
- **Extensive knowledge through having read a rich and varied range of texts**

